Anti Hoax Movement For Students: Skills Training, Whole Person Education And Technology In Semarang City

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Abstract— Indonesian children mostly are active users of online social media. However, they are easy to be influenced by false information or fake news (hoax). The spreading of hoax itself has threatened Indonesian principle of unity in diversity and destroyed the capacity building of Indonesian children. In order to prevent the children become the victims or the perpetrators of hoax, the need to give the children knowledge of and the way to identify false information is very important. Giving children the right information is the right of the children that is guaranteed by Indonesian Children Protection Act 2014. The right of the child to obtain the right information rather than false information must be fulfilled because hoax is rampant in Indonesia. The method used to give this knowledge and skills was undertaken through a service learning program by introducing them about the understanding of hoax, the type of hoax, the legal aspect of hoax, the literacy, and the campaign.

Keywords— anti hoax movement, students, skills training, whole person education, technology

I. INTRODUCTION

Anti hoax movement is a movement that transforms the educational environment and (subsequently) the community, to eliminate stigmatization, marginalization, and intimidation between groups of people [3]. This movement is important to be conducted in Indonesia given that hoax or fake news and cyberbullying has made riots and hostilities between citizens and the people of Indonesia.

Hoax or fake news can be defined as a incorrectly verified news article which the intention to make the reader misunderstand about something [1][15]. Most hoaxes found on the Internet can be classified as either internet chain letters, computer virus/software hoaxes, medical hoaxes, rumours, jokes, or legends. Data from the Indonesian Ministry of Communication and Information in 2016 has demonstrated that there were 800 thousand sites on social media that were indicated to spread hoaxes and expressions of hatred. In 2017, a survey from the IPSOS Center for International Governance Innovation (CIGI) 2017 demonstrated that 65% of Indonesians are very easy to believe in hoaxes. Furthermore, the result of the "We Are Social" survey in 2017 has demonstrated phenomena that 18 percent of social media users were 13 to 17 years old, who were students. Unfortunately, these students had been captured by the police as perpetrators who were responsibility in spreading of false news [10] and committing cyberbullying.

These data indicate that teenagers easily believe in lies because psychologically tends to be emotional. In addition, it is also due to teenagers' lack of understanding to identify a news that is classified as lying or which incites hatred and the way to behave in social media. This lack of understanding is due to the low literacy abilities of Indonesian youth; and to solve this situation a deliberate action by providing a guidance is needed [6][17] .

Given the severity of the effects caused by hoaxes, anti-hoax movements were considered to be undertaken. Anti-hoax movement is a movement that transforms the educational environment and (subsequently)

SISFORMA: Journal of Information Systems (e-Journal) Vol. 9 | No. 1|Th. 2022
ISSN 2442-7888 (online) DOI 10.24167/sisforma.v8i2.4238

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the community, to eliminate stigmatization, marginalization, and intimidation between groups of people. In general, the anti-hoax movement is directed to build brotherhood and peace through respect for each person, and respect for social ties. This movement aims to encourage millennial generation within the framework of whole person education, so as to be able to become an initiator for the formation of an anti-hoax community. In addition, this movement also aims to increase information literacy in the younger generation [3]. According to Sweta Gosh, "nobody cannot stop fake news by imposing censorship on popular social media. The real filters are "we" — the users. If users want to receive all news and views through only one single feed, then nothing can be done to stop such biased and fake news. We need to check for real facts and truth [7]. Therefore, antihoax movement through a service learning approach from SCU students to senior high schools students is needed. The activity increasing the skill training and whole person education and technology is supposed to achieved. The use of "skills" in this document refers more to competencies, i.e. the higher-level intellectual challenges of application and knowledge, in addition to the acquisition of knowledge; and not the lower level skills that are developed through mere repetition and which do not require high level skills" [12].

Through this process the whole person education is supposed to be achieved. The whole person education cultivates both values and knowledge, so that students may use their college or university training to improve their communities as well as to advance their professional careers in the future. This approach is supposed to create opportunities for students to integrate knowledge acquired in one course into others, and for them to apply and test their classroom learning by interacting with a wider community [19]. Therefore, the students have a chance to grow as a whole person – physically, intellectually, socially and spiritually.

According to Professor Philip Leung [19], the whole person education tests the eyes, the mind, the feet, the hand and the heart. He explained that "the eyes must be observant, developing a long perspective, seeing things from several perspectives, and looking beyond the concrete and the visible; the mind can be trained to think analytically, logically and effectively; The 'feet' will lead students to discovery through field visits, travel and exchange programs; the hand should be engaged in more writing, as students use essays and research papers to reflect upon and analyse the information received in their courses and in their time in the community, and the most important is educators can instil a love of learning in the hearts of their students, helping them to genuinely enjoy the process of knowledge acquisition and intellectual growth."

In this context, the eyes means that the student should keep their eyes on good information that bring enlighten to their mind. Enlighten is expected to increase the awareness young people of the danger of false information so that they can 'control' their hands (to keep the false information not spreading or to disclose it to the cyber legal apparatur in order to prevent a provocation). The hands, in dealing with the issue of hoax, is a capability to control hands and fingers in pressing, in coppying-paste and spreading the issue. Controlling hands is also important to prevent the hoax text extending further to reach individual and community spaces through Facebook, Twitter, WhatsApp, Line, YouTube, Path, and Instagram [16]. By controlling eyes, mind and hands the students has a role to safe the "feet" because they do not be provoked easily to conduct something harmful which disadvantages themselves, other people, community and the nation. The anti-hoax movement for students is designed in an online module.

One of the ways to prevent the spreading of hoax is through a media literacy. Literacy media is a perspective that can be used when dealing with the media in order to interpret a message conveyed by a news maker. In this context media literacy is education that

teaches students as media audiences to have ability to analyse media messages, understand that media has commercial/business and political objectives so that they are able to take responsibility and respond correctly when dealing with media [13]. Domine identified media literacy education as a critical and creative framework for teacher preparation in schools and that is designed to assess the impact of various types of teaching practices throughout the curriculum. Furthermore, Hobbs and Frost revealed that literacy media is an integrated media education activitiy in all fields of study which had an extraordinary effect on improving students' literacy skills [9].

As a member of the community, Soegijapranata Catholic University (SCU) has a responsibility to give knowledge on antihoax movement to fulfill the right of the child to obtain the (right) information and to protect the children from abused and violence. These conditions encourage the need for an anti-hoax movement for the younger generation through skills training in order to form a comprehensive Indonesian human being.

II. METHOD

The lectures of Faculty of Law and Communication Soegijapranata Catholic University had provided an online module on anti hoax movement. The module consisted of 5 topics, namely: the understanding of hoax, the type of hoax, the legal aspect of hoax, the literacy through antihoax software, and the campaign. Before the SCU students went to appoint senior high schools to conduct a service learning program with the module as the material, they had been trained by SCU lectures. The four senior high schools in Semarang City, namely: SMA Theresiana (23 students), SMA St.Louis (23 students), Daniel Creative School (7 students), and SMA St. Mikhael (36 students) were trained by SCU lecturers and SCU students as co trainers. This research using a qualitative approach. Before and after activity, the students have been given

questionaries to know their understanding and experiences on the issues of hoax and anti hoax movement, and their improving skills using anti hoax software [14].

III. RESULT
1. Training For Trainee: To Transfer Anti Hoax Movement Module To Senior High School Students Through A Learning By Doing Or A Service Learning Model

Thirteen SCU students were trained on anti-hoax movement by the team from SCU lecturers. The aim of this training is not only to give knowledge but also to build the SCU trained students' self-confidence and to increase their communicating skills because they are the actors who will transfer the knowledge and information about anti-hoax movement to students at senior High Schools.

The SCU trained students must represent all the topics that is: introduce them about the understanding of hoax, the type of hoax, the legal aspect of hoax, the literacy, and the campaign, in class in order to practice their skills in communicating and transferring the module before presenting it to students at four (4) targeted Senior High School. Through training of trainee, the students have obtained knowledge on hoax and antihoax movement issues after training and how to transfer the knowledge to younger students in Senior High Schools. After the training, all of them agreed that training of trainee (ToT) program had given them some benefits, such as become more understanding (50%), increasing the knowledge (33.33%) and increasing the experience and skill of speech or communicating (16.67%) [14].

### 2. The Service Learning Approach To Senior High School Students

The students at senior high school have learned working with SCU students. Through a service learning model they have obtained new knowledge on false information and anti-hoax movement and practiced their skills in using anti hoax software application. Based on an online questionnaire submitted to students at

appoint four schools that became the location of the study, almost all students (98.2%) had heard the term hoax. The students get information about false news mostly from social media (84.2%). only a small proportion of students know hoax from television media (10.5%), and other media such as teachers (Saraswati, 2019).

Before service learning activities, students' understanding of the consequences of spreading false news was quite diverse and spread into the five (5) most answer groups, such as: the destruction of one's reputation / assassination of one's character, disintegration of Indonesian nation and state, individual and group animosity/hostility, animosity/hostility between religions and public anxiety, the rest others such as: the destruction of the company's reputation and inter-ethnic animosity/hostility.

The findings of service learning activities have demonstrated that the understanding of the students increases on the issues of:

a. NKRI Disintegration (from 13.2% to 15.1%);

b. Conflict personal and groups (from 12.1% to 17.1%);

c. Conflict inter-ethnic.
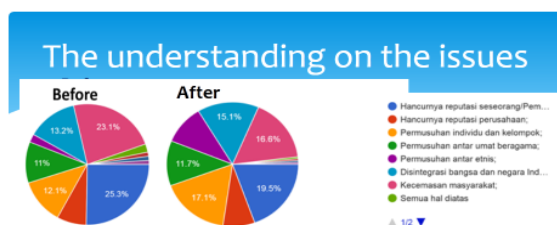
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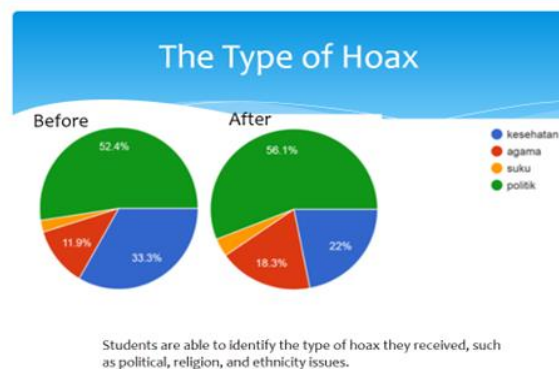
Figure 1. Source: Rika Saraswati et al, 2019

The understanding of students on the cause of hoax increases. They understood that hoax was caused by the low of youth literacy ability (from 1.9 to 41.9%) and the lack of values to respect Indonesian ethnic and cultural differences.

After training the students have obtained more knowledge to identify hoax that is: using webhosting, lacking of information about web owners & news writers, leaning to

take sides, ignoring journalistic code of ethics (vulgar & uncensored photos). Meanwhile, only few students analysed and compared the content of the news from several sources.

The students were given questions related to their knowledge on identifying hoax. Based on their answers it appeared that students could understand the news was a hoax from the unavailability of clear sources from web owners and news writers (64.9%). Students also identified hoax from the news that more favoured one group (36.8%), and the loading news that was not in accordance with the journalistic code of ethics (21.1%), such as vulgar or uncensored photos. Only a few students (19.3%) who identified hoax by using free webhosting (blogspot & wordpress).

After training, students understanding to recognise the type of hoax increases. They are able to identify the type of hoax they received, such as political, religion and ethnicity issues.

Students are able to identify the type of hoax they received, such as political, religion, and ethnicity issues.

Figure 2. Source: Rika Saraswati et al, 2019

Having knowledge in identifying hoax, students had been given a question about hate speech. According to them hoaxes can escalate into hate speech (speech hatred) if the news provoked by 'eliminating' the individual or groups (66.7%), the existence of stereotypes of conformity with other individuals or groups (33.3%), the stigmatisation of other individuals or groups (24.6%), the existence ethical and unethical (19.3%) and eliminating the real danger (10.5%).

The students' understanding about hoax increases after training because in the

SISFORMA: Journal of Information Systems (e-Journal) Vol. 9 | No. 1|Th. 2022
ISSN 2442-7888 (online) DOI 10.24167/sisforma.v8i2.4238

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training they was provided any information about the types of hoax, such as virus hoax, chain message hoax, urban legend hoax, free gift hoax, melancholy story hoax, and demafation. Therefore, they can recognise hoax when they received hoax. Before training was started, the students who stated had ever received hoax was 85.7 and who stated not received was 14.3%, however after they obtained the training, their opinion was changed 92% and not received 7.3. This changing has demonstrated that the student has got valuable information and knowledge that make them recognise hoax and its type. the students stated that the type of hoax they received was political, religion and ethnicity issues. Before training, the students tend to ignoring hoax they received. After training, the percentage of the students who ignored hoax reduces, they becomes more aware of the issues by letting their friends know about and reporting it to adult and police.
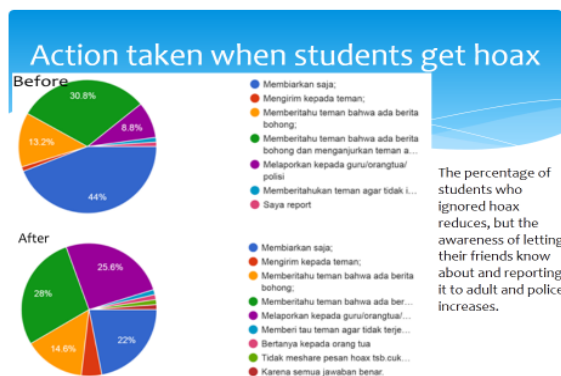

Figure 3. Source: Rika Saraswati et al, 2019

It can be seen from the table above that students' understanding increased on the type of hoax they had received. It has correlation with their response to hoax; affter training, the percentage of the students who ignored hoax reduces, the students becomes more aware of the issues by letting their friends know about and reporting it to adult and police.

Table 1. Students' response on hoax they received

No	Item	Before	After
1	Reporting to teacher/parents/police.	8.8	25.6
2	Encouraging for not spread	2.2	1

Source: Rika Saraswati, et al, 2019

The respond of students on reporting hoax to police was caused by their understanding the issue of hoax in correlation with legal aspect. Students understanding on legal aspect, especially Indonesian legislation on Indonesian Penal Code and the Act of Information and Electronic Transaction, become the aim of this activity in order to prevent them becoming victims of perpetrator. In the beginning of service learning program, students do not know exactly for how long someone who committed to hoax will be imprisoned. After the program conducted, the answer given has demonstrated their understanding on legal punishment dealing with hoax that is hoax doer will be imprisoned maximum 6 years. Another punishment for hoax doer is fine. The students initially had given different answers for total amount of fine, from none to one billion. However, the answer given by the students is different after the program; most of the students answered that the fine is maximum one billion as stated in Indonesian rule of law. Students at senior high schools who involved in this activity has been trained by the SCU students to use anti hoax software. This activity aims to increase the senior high school students' skill on using technology, especially anti hoax software. Before training, most of the students did not know about anti hoax software; there were 82.4% students who did not know the software such as:

a. Layanan Publik [Public Services]: https://www.turnbackhoax.id/layanan-publik/;
b. Lapor Hoax [Hoax Report]: https://www.turnbackhoax.id/laporhoax/
c. Anti-Hoax Search Engine: https://search.turnbackhoax.id/,
d. Homepage: https://www.turnbackhoax.id/
e. HBT: https://play.google.com/store/apps/details?id=irfan.hoaxbustertools.

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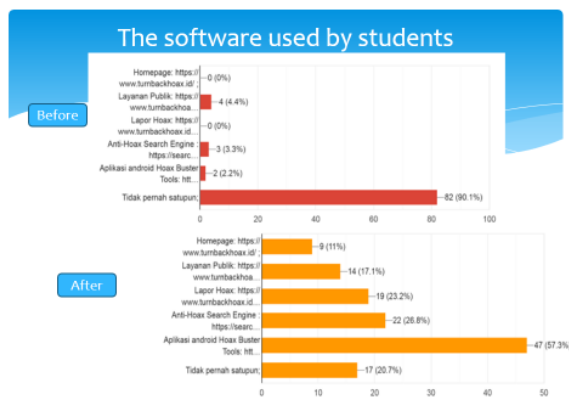ISSN 2442-7888 (online) DOI 10.24167/sisforma.v8i2.4238

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Figure 3. Source: Rika Saraswati et al, 2019

After training, there are total number of 91.5% students who know and more familiar with the software. In the beginning of the service learning program, most of the students in this program did not know about the software that can be used to identify hoax. The students were introduced several antihoax software to identify whether the information they received was hoax or not. The students had given a chance to practise the software in order to know the way of the software worked on it. After join in this program, most of the students become familiar with anti hoax software.

After training, all the students at four targeted schools have given their opinion on service learning activities. Their opinions are positive because they have obtained benefits from this program and has given positive impact on their understanding, knowledge and skills. They also argued that this activity needs to be done regularly and continuously (30.36% and 16.07%); some of them gave suggestion to develop the way of presentation (48.21%), and few of student stated about increasing of quality (5.36%) [14].

IV. DISCUSSION

1. Increasing Knowledge And Skill Training

Skill is a combination of knowledge, experience, and abilities that enables users to perform well [4][11][5]. Gaining knowledge on hoax issues is an implementation of the right of the child n to information which is guaranteed by the Government of the Republic of Indonesia through Law Number 23 of 2002 concerning Child Protection as amended by Law Number 35 of 2014. Article 10 of Children Protection Act states that: "Every child has the right to express and be heard, receive and search for information in accordance with the level of intelligence and age for the sake of developing himself in accordance with the values of decency and propriety." From this article it is clear that, every child has the right to get information that is certainly true and does not plunge children into problems, whether social, economic, moral, cultural or legal. The right and correct information is needed for the child's self-development because as a child grows older the curiosity of any knowledge or information will also increase.

In order to acquisite skill there is three stages [2][5], that is: the first, the initial acquisition of a skill known as declarative knowledge. At this stage, instruction and information about a skill are given to the user. According to Gravill, Compeau and Marcolin [8], the first stage has allowed the user to establish the knowledge needed as a foundation for later learning stages. In the context of anti hoax movement for students, this first stage has been undertaken by SCU team by giving understanding about hoax, the cause of hoax, the type of hoax, and the impact of hoax to individual, public and national life.

The second, the learner has an opportunity to practice declarative knowledge and convert it to procedural knowledge by doing an action [5] without practising and converting knowledge to something real, knowledge is only a 'theory' that never been examined and rebuild. In dealing with anti hoax movement activity, this stage has been undertaken by exploring the students' experience about recognising hoax based on their experience, and their response against hoax.

The third stage comes to automaticity [5]. It means that users progress beyond the initial acquisition stage into an efficient and autonomous by increasing their experience

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ISSN 2442-7888 (online) DOI 10.24167/sisforma.v8i2.4238

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level in positive way and the usage of computer or media social. Regarding with anti hoax movement activity, the third stages can be achieved by practising their knowledge on hoax and practising using anti hoax software.

These three stages of increasing skills had been undertaken by all parties in this project, namely: SCU team, SCU students and appoint students at senior high schools. Before the training, most of the students used lacking of information about web owners & news writers as the main way to identify hoax. After the training, the students obtained more knowledge to identify hoax from: using webhosting, lacking of information about web owners & news writers, leaning to take sides, ignoring journalistic code of ethics (vulgar & uncensored photos). Meanwhile, only few students analysed and compared the content of the news from several sources.

After the students had been given the information about hoax, the cause and the impact, their understanding students in recognising the issue of hoax increased. They are able to identify the type of hoax they received, such as political, religion and ethnicity issues. The students then was asked their experience when obtained hoax. Before the training, the students tend to ignore the hoax that they received. After the training, the percentage of the students who ignored the hoax reduces, they become more aware of the issues by letting their friends know about the hoax and reporting it to adult and police.

The students were also asked about their experience in using web application to identify hoax. In the beginning of the service learning program, most of the students in this program did not know about the software that can be used to identify hoax. The students then were introduced to several anti hoax software to identify whether the information they received was hoax or not. The students were given the chance to operate the software in order to know how the software works. After participating the program, most of the students become more familiar with antihoax software. Before the training, most of the students did not know about anti-hoax software; there were 82.4% students who did not know about the software. After the training, there are 91.5% students who are more familiar with the software.

2. The Whole Person Education And Technology

As Philip Leung mentioned above that the whole person education tests the eyes, the mind, the feet, the hand and the heart, the anti hoax movement for students has given the students of knowledge to understand, to recognise, to identify, to think about the impact, to take an action and to take a side for the good for nation interests than private, ethnic, religion or groups interests.

"The eyes must be observant, developing a long perspective, seeing things from several perspectives, and looking beyond the concrete and the visible" has been trained to the students by giving them information about the impact of hoax to person, community and the nation. Their 'eyes' have been trained to look at the impact of hoax on Indonesian disintegration, individual and group and ethnic hostility.

"The mind can be trained to think analytically, logically and effectively" has been undertaken by giving them knowledge on how to identify hoax, how to respond hoax, and hoax in the legal system. Based on the result mentioned above, the students' awareness of the danger of hoax increased because they had been given by knowledge and skills and had been trained to think analytically, logically and effectively in responding hoax to prevent them as a perpetrator and victims.

"The 'feet' will lead students to discovery through field visits, travel and exchange programs" in this context had been undertaken by bringing the trained SCU students to do a field visit to four appoint senior high schools and giving them the opportunities to explore their capacity building in transferring knowledge and skill that they obtained from training of trainee to students at senior high schools. The same

method was also implemented to the students at senior high schools; they are supposed to bring their 'feet' to other students or people surround them.

In dealing with Phillip Leung' concept on "the hand should be engaged in more writing, as students use essays and research papers to reflect upon and analyse the information received in their courses and in their time in the community and the most important is educators can instil a love of learning in the hearts of their students, helping them to genuinely enjoy the process of knowledge acquisition and intellectual growth," the SCU team have managed, provided the module that could help the students at senior high school and the schools in the process of knowledge acquisition and intellectual growth. Through the module and the whole anti hoax movement activities, it is supposed to increase the ability and capability the students to use essays and research papers to reflect upon and analyse the information received in their courses and in their time in the community. The online version of the module made by the lecturers is also evidence that Faculty of Law and Communication lecturers have the competency and capacity in dealing with hoax and technology issues in Indonesia contemporary. However, this process and activities should be undertaken continuously by teachers both in SCU and other senior high schools given that build the whole person education and technology can not be achieved only one single activity as SCU team had been conducted. The activity conducted by SCU team is a trigger for other schools and communities to do the similar way.

IV. CONCLUSION

In conclusion, anti-hoax movement activity through a service learning approach has increased skill teaching and research capacity of SCU lecturer because all activities in the project, such as developing module, focused group discussion, training for trainers, and service learning have given benefits not only to Faculty of Law and Communication SCU, but also for students and the schools. This activity is relevant to the university and educational context because it has given a valuable experience not only for the students at senior high schools, but also the SCU trained students. This method has given a valuable experience for the SCU trained students because they can practice their communication skill, their self-confidence, and their knowledge on anti hoax movement issues. The Senior High School students who joined this program have the same valuable experience because they obtained the very important information and knowledge from reliable and quality sources. Moreover, they can practice anti hoax software application in order to identify whether the information they received is a hoax or not—the experience that hardly ever been obtained because only a few of them knows about the software in order to build the whole Indonesian young person in education and technology.

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SISFORMA: Journal of Information Systems (e-Journal) Vol. 9 | No. 1|Th. 2022
ISSN 2442-7888 (online) DOI 10.24167/sisforma.v8i2.4238

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